

A ward teaching unit: nursing care  
of the cardiac patient.

Service Paper  
Elizabeth A. Goodwin

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A Ward Teaching Unit

Nursing Care of the Cardiac Patient

Submitted by

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B.S. Connecticut Agricultural College 1929

In partial fulfillment of the requirements for  
the degree of Master of Science in Nursing Education

1948

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## CHAPTER I

### INTRODUCTION

In addition to the students in the School of Nursing, there

#### Statement of the Problem

This study is an attempt to develop a Ward Teaching Unit on the Nursing Care of the Cardiac Patient to correlate with the Unit on Conditions of the Circulatory System in the Medical and Surgical Nursing I course.

#### The Situation

The School of Nursing with which this study is concerned is located in one of the larger New England cities. It offers a three year basic course leading to a diploma. The School is approved by the state and accredited by the National League of Nursing Education.

The hospital with which the School of Nursing is connected is a 250-bed Research and Teaching Hospital affiliated with a well known Medical School. It specializes in medical and surgical conditions of adults.

Student nurses are carefully chosen in regard to their health, educational and personal qualifications. They must be in the upper



half of their high school class with preference given to those who have had some college work. A Health Examination is required and an Arithmetic Test and an Aptitude Test are given.

In addition to the students in the School of Nursing, there are students from two other schools of the city affiliating for Medical and Surgical Nursing.

Problems arise in the Medical and Surgical Nursing course due to the fact that it must be crowded into a short period because of the length of stay of the affiliating students. The course consists of 60 lectures of which there are 23 Medical and 16 Surgical given by Doctors and 20 Nursing classes given by the Clinical Instructor. The class meets from 4 to 5 P.M. Monday through Friday from the middle of October to the middle of January. Because of this concentration into a short period, much of the material has to be covered briefly. There is therefore little opportunity for student participation. Attempts are made to correlate Ward Teaching with the classroom course by holding clinics on patients with conditions studied in the classroom. Ward Teaching is not planned in Units and varies considerably from ward to ward.

It seems logical to approach the problems of the Medical and Surgical Nursing Course through the Ward Teaching Program, since the purpose of the program ought to be to enrich the classroom course in Medical and Surgical Nursing, tie it more closely to ward experience and insure to all students a sound basic preparation in the nursing care of patients with common conditions.

now seems as being unwilling this same Doctor again since he had  
an less difficult of educational interest / now requires more less and  
having the first consideration the most difficult  
presently present in himself and his members and of his hands at  
the difficult parts and to attend him and his members with  
patient I consider the best and  
and further consider that you have treated and no worse condition  
in yourself so far, still a considerable amount of time has not  
been passed and probably you will be obliged to repeat the  
operation at this interval if you should desire to return to it again  
and I think any time, remain patient of the operation, the other  
parts appear good, and of a very strong hand and you will  
be enabled, provided to withdraw all pressure to those parts and  
and I believe all the time, having given a due explanation and  
the understanding of your own request, relinquishing however to do  
any thing which may be injurious to either member and will  
not be able to do any thing which may be injurious to either member  
you at present stand, however and in future continue  
one of the most valuable men you can find at  
any time, and I hope you will be enabled to communicate with me  
and I will be happy to receive any example of scrofulous disease in  
particular, especially and any other service you can do for me  
will be highly appreciated and I hope you will be enabled to do  
any thing which may be injurious to either member and to receive any  
or example which will furnish me with any information  
concerning other cases or operations in which you can help me  
and particularly those which you are engaged in and

### Purpose of the Study

The purpose of this study is:

1. To analyze the learning opportunities for first year students in the nursing needs of a selected group of patients with cardiac conditions.
2. To analyze the nursing needs of patients with cardiac conditions.
3. To compare present methods with the needs and learning opportunities.
4. To propose a plan for improving the guidance of learning activities of first year students if such is indicated.

### Scope and Limitations of the Study

This study is limited to an investigation of the learning opportunities for first year students in the nursing needs of a selected group of patients with cardiac conditions on one 31-bed Women's Medical Ward. An attempt will be made to answer the following questions:

1. Are the clinical facilities of this selected unit adequate for developing a core unit in Nursing Care of Cardiac Patients?
2. Are there nursing needs which are common to patients with cardiac conditions?
3. Can the guidance of learning activities in this situation be improved and if so how?



Justification

In "A Curriculum Guide for Schools of Nursing", the Committee included a brief summary of a survey made on Trends in Modern Education. In noting the implications for Nursing Education a number of suggestive questions were raised. Following are two of these:

"What can be done in Nursing Schools to provide for fuller participation of student nurses and a better use of the exceptional opportunities in their experience?

Is it not better to select fewer and larger topics for study, to approach these from different angles and get below the surface in studying them?"<sup>1</sup>

As justification for the choice of cardiac nursing care for special study, the following facts released by the American Heart Association during National Heart Week are submitted. For the past 25 years, diseases of the heart and blood vessels have lead as causes of death in the United States. During World War II, 325,000 men were killed in battle while 2,000,000 Americans died of heart disease during the same period. The implications of these facts for Nursing Education are obvious.

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<sup>1</sup>

National League of Nursing Education A Curriculum Guide For Schools of Nursing National League of Nursing Education, N.Y.  
1937 Pp. 60-61.



Assumptions Made

In developing the Nursing Care Unit three major assumptions were made which led to three minor investigations. It was assumed that core experiences could be planned which would serve as a basis for further growth and development in the nursing care of patients with common medical conditions. This made it necessary to investigate the clinical facilities.

Assuming that there are certain principles of rest, nutrition, personal hygiene, adjustment and rehabilitation which underly the nursing care of all cardiac patients, observations of nursing care given actual patients on the ward were necessary and also comparisons of textbook material on cardiac nursing care.

The assumption was also made that a logical starting point for planning the experience is through improvement in directing learning activities. This led to an investigation of the literature of General Education and Nursing Education on devices for directing learning activities which might be appropriate.

The study referred to does not classify the cardiac patients as to specific diagnosis, but observations on the ward during a 1 month period from October to December 1947 indicate considerable variety.



## CHAPTER II

### BACKGROUND OF THE UNIT

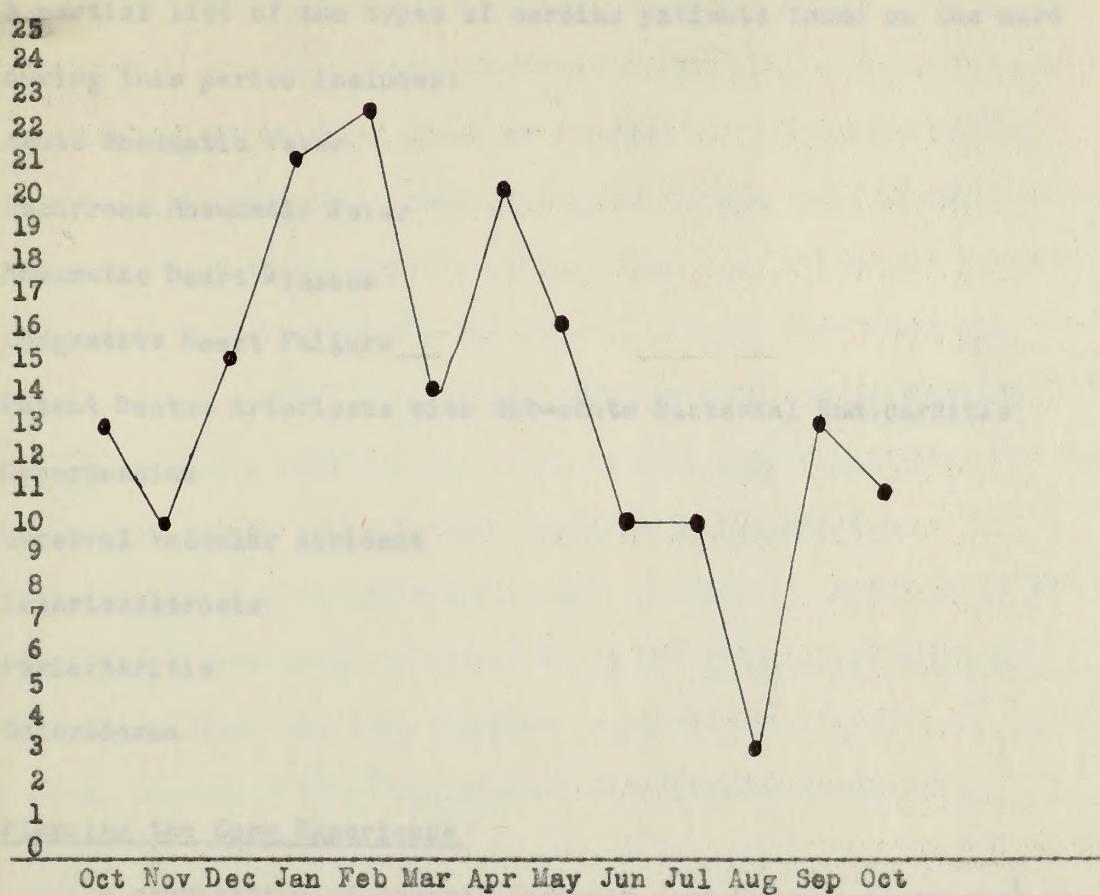
#### Clinical Facilities

In order to plan a core experience which is constantly available, provides comparable learning activities at all times and through which it is possible to rotate all students, it is necessary to know what the clinical facilities are. An unpublished study<sup>1</sup> of the diagnoses of patients admitted to the ward during the 13 months period from October 1945 to November 1946 was examined. While the incidence of some conditions was seasonal the data suggested that the ward offered adequate facilities for developing a Unit on the Nursing Care of the Cardiac Patient. The average number of patients admitted with a diagnosis of heart disease each month was 13.6. There were three admissions in August which was the lowest month and 22 in February which had the highest number. Since students assigned to this ward during their first clinical year normally spend 2 months it appears that cardiac patients would offer comparable learning activities to all students. The study referred to does not classify the cardiac patients as to specific diagnoses, but observations on the ward during a 2 months period from October to December 1947 indicate considerable variety.

<sup>1</sup>

Heymans, Isabelle Unpublished Study. See Note and Graph Page 7.





Cardiac Patients on a 31-bed Women's Medical Ward<sup>1</sup>

<sup>1</sup> Heyman, Isabelle. Unpublished Study of the Diagnoses of Patients admitted to a 31-bed Women's Medical Ward for the period from October 1, 1945 to November 1, 1946.



A partial list of the types of cardiac patients found on the ward during this period includes:

Acute Rheumatic Fever

Recurrent Rheumatic Fever

Rheumatic Heart Disease

Congestive Heart Failure

Patent Ductus Arteriosus with Sub-acute Bacterial Endocarditis

Hypertension

Cerebral Vascular Accident

Arteriosclerosis

Periarteritis

Scleroderma

#### Planning the Core Experience

An examination of several commonly used Nursing textbooks<sup>1</sup> in

<sup>1</sup> Brown, Amy Medical Nursing W.B.Saunders Co. Philadelphia 1945  
Pp 97-157

Emerson, Charles and Taylor, J.E. Essentials of Medicine  
J.B.Lippincott Co. Philadelphia 1946 Pp. 158-181 and 644-648

Harmer, Bertha and Henderson, Virginia Principles and Practice of Nursing MacMillan Co. New York 1939 Pp. 726-729

Hull, Edgar and Perrodin, Cecilia Medical Nursing F.A.Davis Co.  
Philadelphia 1945 Pp. 146-157

Smith, Martha Ruth Principles of Nursing Care J.B.Lippincott Co.  
Philadelphia 1939 Pp. 400-407

Stevens, Arthur and Ambler, Florence Medical Diseases for Nurses  
W.B.Saunders Co. 1944 Pp. 60-92.



regard to material concerning Nursing Care in Cardiac conditions was made to discover what aspects in the nursing care of various cardiac conditions were given most emphasis. The examination of textbooks together with observations of nursing care of cardiac patients on a 31-bed Women's Medical Ward over a 2 months period indicated that there are principles of nursing care which are basic to the nursing care of all patients with cardiac conditions although adaptations are necessary to meet individual needs. It therefore seemed probable that emphasis on the principles of nursing care and an opportunity under guidance to apply these to the care of individual patients would be of value. It ought to provide a sound basis for further growth and development in rendering nursing care to individuals with cardiac conditions.

#### Guiding the Learning Activities

It was felt that some improvement in directing learning activities would be necessary in order for students to gain the most from the Unit. For this reason, the literature of General Education and also of Nursing Education was searched for methods of directing learning activities which might be applicable to a Ward Teaching Unit.

There are in the field of General Education, a variety of plans for directing learning which are called by various names such as contract, study guide, problem, project, goal book, work sheet etc. All of these, though differing in some ways have in common the provision for individual differences. The student is



allowed to proceed at his own rate of speed and responsibility for completing the required activities is placed on the student.

Out of these various plans, the Guide Sheet as used by Bailey<sup>1</sup> seems the most significant. His Guide Sheet for American History is divided into six parts. In the first part the Unit is presented. Part 2 is an outline of what he calls the "assimilative material" or an outline of the facts and principles that must be understood. Part 3 contains a series of problems. Part 4 contains a series of maps. Part 5 includes a group of individual projects for students who complete the unit before the others. Part 6 completes the Guide Sheet with a list of reference materials which are available in the school.

Turning to the field of Nursing Education we find the Self-Directing Study Unit<sup>2</sup> which is similar to the study guides in General Education. These Self-Directing Study Units are set up to be self-directing and self-testing. The purpose is to allow the students to assume more responsibility for learning and at the same time decrease the amount of time the head nurse needs to spend in teaching. The authors suggest preparing a study unit for each major unit of learning in the clinical field. Each unit would

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<sup>1</sup> Bailey, D.C. A New Approach to American History. University of Chicago Press, Chicago 1927

<sup>2</sup> Wayland, Mary Marvin; McManus, R.Louise and Faddis, Margene O. The Hospital Head Nurse. The MacMillan Co. New York 1945



be built around the nursing problems of patients with diseases of one of the systems of the body. The guide would be detailed enough so that the student might safely care for patients with a disease before she had studied it in her Medical and Surgical Nursing classes.

Three objections can be made to the Study Units of Wayland, McManus and Faddis as outlined here. First, it does not seem desirable to decrease the amount of time the head nurse spends in teaching. Second, it is not desirable to assign students to the care of patients with conditions which they have not yet taken up in their Medical and Surgical Nursing classes. Third, why have students on a ward spend time studying a detailed guide sheet of nursing care when with a simple guide and adequate supervision they may be able to acquire the same material through observation of patients?

A Guide to the Care of the Cardiac Patient will form an important part of the Unit on Nursing Care of the Cardiac. This Guide eliminates the three objections mentioned but makes free use of the desirable suggestions from both the Self-Directing Study Units and Bailey's Guide Sheet.

It is suggested that this content be presented through as many learning methods as possible and always in relation to the particular care of individuals.



### CHAPTER III

#### PLANNING THE UNIT

##### Summary of Investigations

From the investigation of the clinical facilities of the selected unit it appears that the cardiac patients present on the ward would offer comparable learning activities to all first year students rotated through the unit in two months periods. It seemed therefore that the 31-bed Women's Medical Ward offered adequate facilities for developing a Unit on the Nursing Care of the Cardiac Patient to correlate with the Unit on Conditions of the Circulatory System in the Medical and Surgical Nursing I Course.

The examination of various text books concerning Nursing Care in Cardiac Conditions together with observations of nursing care needs of cardiac patients present on the ward led to the conclusion that there are principles of nursing care which are basic to the nursing care of all patients with cardiac conditions. It was decided to use as a framework for the Unit an outline of the content which from these observations seemed essential to the competent care of cardiac patients. It is suggested that this content be presented through as many teaching methods as possible and always in relation to the nursing care of individuals.

From the investigation of methods of directing learning



activities it was concluded that a simple guide to nursing care and adequate supervision might have possibilities as an aid to students in acquiring the content which seemed essential in the light of the nursing needs of patients observed.

As indicated in the description of the situation in Chapter I improvement in the present methods would be desirable. There is need for more effective planning of the correlation between classroom units and the Ward Programs and more opportunities for student participation are needed.

The Plan presented here has been developed with the needs of students in their first clinical year in mind. It is an attempt to plan a core experience in the nursing care of cardiac patients which will furnish a background for further growth and development in rendering competent nursing care to cardiac patients. The plan will be further elaborated in the following sections under Philosophy, Policies and Methods of Teaching. Following this in Chapter IV the Unit , including a Correlation Plan, Sample schedules, the Guide and suggestions for evaluation will be presented.

#### Philosophy of Ward Teaching

The Ward Teaching Program is the most vital part of the total teaching program which includes classroom lectures, experience and teaching on the ward. It must be planned as carefully, taken as seriously and recorded as faithfully as the classroom course. It ought to be planned in units correlating with units of the class-



room course and given concurrently or following it within three months at the most.

The overall outline for the Ward Teaching Program should be worked out cooperatively among head nurses under the direction of the Supervisor of the services concerned. Representatives from allied fields as Dietetics, Social Service and Public Health may be invited in as consultants. Placement of nursing care problems common to both medical and surgical wards should be decided by a joint committee representing both services.

The Unit presented here is concerned with but a small segment of a theoretical total plan. It would be desirable to analyze the clinical facilities of each ward and assign each ward the section of the program best suited to its facilities.

#### Methods of Teaching

The most important method of directing learning and the starting point for improvement in methods of teaching is the assignment.<sup>1</sup> Although Yoakam was not thinking of Ward Teaching, the statement is applicable. Too often the assignment has been a haphazard allotment of duties determined by service needs, with utter disregard of the educational needs of the students.

Assignment of patients will be by the Patient Care Method

<sup>1</sup>Yoakam, Gerald Alan Improvement of the Assignment MacMillan Co. New York 1934



except for medications and temperatures which will be rotating duties. The rotation of medications and temperatures in selected instances gives students an opportunity for observation and comparison of other cardiac patients with those assigned to them for special study. It may also serve as an introduction to some of the responsibilities of evening and night duty. Students should keep the same patients for a week and should be responsible for their care during their time on duty, turning the responsibility over to a relieving nurse during their hours off.

Other methods of teaching which will be evident in the presentation of the Unit are Doctors' Clinics, Nursing Clinics, Doctors' Rounds, Nursing Rounds, Morning Circle, Group and Individual Conferences, a Guide, A Nursing Care Plan, Group and Individual Projects, Bulletin Boards, Readings and Self-evaluation.

Policies ~~The Orientation Period should be conducted jointly by~~

As far as possible Doctor's Clinics will be held 6:30 to 7 P.M. on Monday. Brief topics will be taken up at Morning Circle from 8:10 to 8:30 A.M. on Tuesday, Wednesday and Thursday. Nursing Rounds will be held 10:30 to 11:00 A.M. on Friday and followed by a Group Conference 11:00 to 11:30. Saturday morning will be reserved for individual conferences with the Clinical Instructor. This allows  $2\frac{1}{2}$  hours of scheduled Ward Teaching a week not counting individual conferences. It also leaves Monday and Friday Morning Circles free for special topics of the moment.



Attendance will be required for all students on duty on the Ward at the time of the Conference or Clinic. The first year students will attend all Doctor's Clinics whether on duty at the time or not. They will also attend Nursing Rounds and the Group Conference on Friday morning except when on Night or Evening Duty. As far as possible, student days off will be planned for days other than those on which the required Rounds and Clinics are held.

#### Orientation Period

A  $\frac{1}{2}$  hour orientation period will be held previous to starting the Unit. At this time the Guide will be presented and explained, objectives discussed and information about Nursing Care Plans given. The forms by which students are to be rated will be discussed. Definite arrangements for participation in Ward Clinics will be made and arrangements for individual conferences will be explained. The Orientation Period should be conducted jointly by the Head Nurse and the Clinical Instructor, the Head Nurse discussing assignment of patients and methods of evaluating nursing care and the Clinical Instructor discussing the Guide, Nursing Care Plans and Conferences.

#### Introduction to Medical and Surgical Nursing

The courses which are given concurrently with Medical and Surgical Nursing are:

First Semester:

Advanced Maternal Studies



Medical and Surgical Nursing is a 50-hour course divided into eight units as follows:

Unit I Diseases of the Respiratory System

#### CHAPTER IV

NURSING CARE OF THE CARDIAC PATIENT

(A Ward Teaching Unit)

Unit IV Diseases of the Respiratory System

#### Placement and Correlation

The Medical and Surgical Nursing course with which the Unit is correlated is given in the last half of the student's first year or the first half of the second year. The basic knowledge upon which this course is built is indicated by the prerequisites:

Anatomy and Physiology

Chemistry

Microbiology

Elementary Materia Medica

Hygiene

Principles and Practice of Nursing Care

History of Nursing

Professional Adjustments I

Introduction to Medical Science

Introduction to Medical and Surgical Nursing

The courses which are given concurrently with Medical and Surgical Nursing are:

Diet Therapy

Advanced Materia Medica



Medical and Surgical Nursing I is a 60 hour course divided into eight Units as follows:

Unit I Diseases of the Respiratory System	9 hours
Unit II Tuberculosis	5 hours
Unit III Diseases of the Circulatory System	10 hours
Unit IV Diseases of the Integumentary System	3 hours
Unit V Diseases of the Blood and Blood Forming Organs	3 hours
Unit VI Allergic Diseases	1 hour
Unit VII Endocrine and Metabolic Diseases	10 hours
Unit VIII Diseases of the Gastro-intestinal Tract and Associated Organs	18 hours

The 10 hours of the Unit on Diseases of the Circulatory System are distributed as follows:

Lesson 1 (Medical)

Rheumatic Fever

Periarteritis

Lupus erythematosus

Scleroderma

Lesson 2 (Medical)

Pericarditis

Rheumatic Heart Disease

Syphilitic Heart Disease

Aortitis and Aneurysm

Bacterial Endocarditis

Acute and Sub-acute



Lesson 3 (Medical)

Arteriosclerotic Heart Disease

Angina Pectoris

Myocardial Infarction

Lesson 4 (Medical)

Neurocirculatory asthenia

Cardiac Arrhythmias

Carotid Sinus Syncope

Stokes Adams Syndrome

Essential Hypertension

Hypertensive Cardio-vascular Disease

Lesson 5 (Medical)

Beriberi Heart Disease

Thyrotoxic Heart Disease

Cardiac Decompensation

Lesson 6 (Nursing)

Nursing Care of a Patient with Rheumatic Fever

Lesson 7 (Nursing)

Cardiac Nursing Care

Lesson 8 (Surgical )

Lesson 9 (Surgical)

Lesson 10 (Nursing Care in Cardiac Surgery)

A diagram showing absolute correlation of Classroom course,  
Ward Teaching and Ward Experience follows:



Date	Nov.	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
------	------	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Unit III

Lesson..... 1 2 3 4 5 6 7 8 9 10

Scheduled      v v v v v v v v v v v v v v v v v v

**Teaching Classes** Clinics and Conferences      Conditions chosen from those covered in the Medical and Surgical course which are present on the Ward

Experience      Assigned to cardiac patients for 2 weeks

### First Week:

### **Second Week:**

## Observation and studies of care of cardiac patients on the Ward.

Assigned to convalescents.

## Discussion of observations in clinic and conference

Nursing Care Plans  
Special study of  
individual patients.  
Presentation of Aspects  
of Nursing Care and  
Nursing Problems in  
clinic and conference.

It will be obvious that only one group can have absolute correlation of classroom, Ward Teaching and Experience unless there are other wards which have facilities adequate for a similar Unit. Other groups will have Correlation of Ward Teaching and Experience which follows the Classroom Unit in not more than three months. The more wards there are which have facilities for a Unit on the Nursing Care of the Cardiac Patient, the closer the correlation will be.



Objectives for a Ward Teaching Unit

on

Nursing Care of the Cardiac Patient

The aim of the Ward Teaching Unit is to develop competence in rendering nursing care to patients with cardiac conditions.

Competent Nursing Care of the Cardiac Patient includes the understandings that:

1. A basic knowledge of the normal functioning of the heart is essential to an understanding of the abnormalities which constitute illness.
2. A knowledge of the therapeutic plan is essential.
3. A knowledge of the principles of nursing care is essential.
4. Environmental influences affect recovery.
5. The feelings a patient has about his illness affect his progress.
6. The services of the dietitian, social worker and community agencies may be necessary for the best interests of the individual.
7. The prevention of some chronic conditions is a problem in health education.

Competent Nursing Care of the Cardiac Patient includes the following skills:

1. The ability to recognize nursing needs and adapt nursing principles to individual patients.



2. The ability to observe, interpret, report and record significant signs and symptoms.
3. The ability to apply concepts acquired in other courses to the care of individual patients.
4. The ability to carry out procedures with economy of time, effort and materials with due regard to the safety of the patient.
5. The ability to recognize social problems through observation of individual patients.
6. The ability to recognize the teaching needed to prevent recurrences in different conditions.
7. The ability to assist patients to reassume health.
8. The ability to recognize and discuss intelligently the nursing care problems of individual patients.
9. The ability to plan nursing care.
10. The ability to evaluate the effectiveness of plans of action.
11. The ability to recognize fear reactions in patients.
12. The ability to relieve patients fears and give a feeling of security.
13. The ability to cooperate with co-workers in nursing and related fields for the promotion of the best good to the patient.
14. The ability to plan ones own life for healthful living.
15. The ability to meet emergencies.

Competent Nursing Care of the Cardiac Patient includes the following attitudes:

1. The patient is an interesting individual... a member of a fam-



community.

2. The patient in the hospital ward or in the clinic is your guest.
3. No individual is superior to another because of race, color, nationality or religion or social or economic status.
4. A wholesome constructive attitude toward cardiac disease is essential.
5. Education is a continuous process.
6. A scientific attitude of curiosity toward problems and a tentative attitude toward results is desirable.
7. One's knowledge is enriched by investigating problems.
8. Responsibility for completing the required learning activities rests on the student.
9. It matters how an individual manages her own life.

purposes

Physical evaluation

Mental evaluation

Technique of bedside

3. Nutritional Needs and Problems

Methods of Feeding

Special diets

Reference to be covered by the various methods of teaching, always related to individual patients. Choice of patients for study to facilitate understanding and for assignments to students will be made to the best advantage presentation of this content is given.



Outline of Content<sup>1</sup>

I Orientation

Objectives

Presentation of Nursing Care Guide

Assignments

Nursing Care Plan

Participation in Clinics and Conferences

Methods of Evaluating

II Nursing Care

1. Rest

Conserve energy

Comfort measures

optimum position

posture

Physical relaxation

Mental relaxation

relief of anxiety

2. Nutritional Needs and Problems

Methods of feeding

Special Diets

1

Content to be covered by the various methods of teaching, always related to individual patients. Choice of patients for study in clinics, conferences and for assignment to students will be made with the most effective presentation of this content in view.



Fluids

restricted fluids

high fluid regime

Salt

restriction of sodium

Preventing gas formation

frequent small feedings

non-fermentative foods

3. Personal Hygiene

Care of skin

prevention of pressure

maintain peripheral circulation

Oral Hygiene

Elimination

preventing straining at stool

4. Observation

Signs and symptoms to note

Pulse Position

Color Blood Pressure

Dyspnea Edema

Expression Weight

Pain Cough

Intake and Output

5. Medications

Digitalis

Nitrates and Nitrites



## Salicylates

## 6. Treatments

## Paracentesis

## Southee Drainage

## Tourniquets

## Reverse Precautions

## 7. Emergencies

## Pulmonary Edema

## Embolism

## Coronary Thrombosis

## Congestive Failure

## 8. Adjustment

### Limitation of Activity

## Long Convalescence

## Chronic Illness

## Reassessing Health

## 9. Family and Community Relations

## Preventive Aspects

## **Education of the Patient**

## Occupational Problems

### III Evaluation



Suggested Ward Teaching Schedule

-27-

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	The Significance of Rest in the care of J.M. (Subacute Bacterial Endocarditis)  The effect of the disease on J.M.	Nutritional Needs of J.M.  Nursing Measures		The Use of Penicillin and Sulfa in J.M.'s condition	Observation of Signs, Symptoms, Environmental factors and devices for maintaining posture and promoting comfort (Patients on Ward)
References				No. 12 Exercise 4 Part I of Guide	Exercises 2 and 3 Part I of Guide Reference No. 24
Participants	Dr. _____	Head Nurse	Dietitian Student Discussion	2 students	Clinical Instructor Head Nurse All Students assigned to Ward
Place	Ward _____				
Time	6:30-7:00 P.M.	8:10 to 8:30 A.M.	8:10 to 8:30 A.M.	8:10 to 8:30 A.M.	Nursing Rounds 10:30 Group Conference 11:00



Suggested Ward Teaching Schedule

-28-

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	The Problems of the Failing Heart (Congestive Heart Failure, Mrs. S.)  The Physiological effects of Failure in Mrs. S.	Controlling Edema in Mrs. S  Adaptations of Health Needs necessary in the care of Mrs. S.	Emergencies which might arise in Mrs. S's condition	Comparison of Nursing Care Problems of Mrs. A,B,C&D (Cardiac Patients assigned to students for special study)	
References	Student Bibliography References No. 19 and 29		No. 20 & 22	Part II of Guide Ex. 2,5& 6 Refs. No. 6 & 15	
Participants	Dr. —	Head Nurse Student Discussion	Clinical Instructor	Head Nurse Students	Clinical Instructor Head Nurse & Students
Place	Ward				
Time	6:30-7:00 P.M.	8:10 to 8:30 A.M.	8:10 to 8:30 A.M.	8:10 to 8:30 A.M.	Nursing Rounds 10:30 A.M. Group Conference 11:00AM



### Suggested Ward Teaching Schedules

The Ward Teaching Schedules presented on the preceding pages are suggestive only. An attempt has been made to show the interrelation of the Outline of Content, Guide, Experience, Scheduled Ward Teaching and Readings. Using the Outline of Content as a framework, patients are selected which present the best opportunity for bringing out this content. It is thought that the Guide will give students a background for discussion in Ward classes and Clinics. Students will be familiar with the patient presented in clinic and conference and will be able to make comparisons with the care of her own patients.

It is believed that consideration of many aspects of the care of one patient during a week is of value. Each patient is an individual whose care involves certain principles which must be adapted to his particular needs.

The Ward Teaching Schedules presented here by no means represent all of the Ward Teaching. It represents merely a scheduled minimum of  $2\frac{1}{2}$  hours per week. Individual Teaching and Conferences take place as needed. Students will need close supervision if the objectives of this Unit are to be met.

On Page 15 it was mentioned that Monday and Friday Morning Circles are open periods. This time might be used for demonstrations of new procedures or discussion of other exercises in the Guide which are pertinent to the care of the patient being studied that week.



## **Guide for Nursing Care of the Cardiac Patient<sup>1</sup>**

### Part I

1. In order to help you get acquainted with the cardiac patients on the ward, write down their names and find out something about them as suggested here.

## **Cardiac Patients on Ward**

Week of

<sup>1</sup>Forms on this and succeeding pages are presented in reduced size. For actual use, forms should be printed lengthwise on marginless paper to insure space enough in the squares.



2. Rest is one of the most important principles in the care of the cardiac patient. Observe the cardiac patients on the ward and make notes of the various nursing measures for promoting physical rest. Be prepared to discuss your observations in a group conference.

Patient	Diagnosis	Measures used for promoting rest	Principles Underlying	Evidence of effectiveness

3. You will need practice in observing symptoms which are of significance in the nursing care of cardiac patients. This morning you will be assigned to take the temperatures. As you do this observe and note the symptoms of 4 cardiac patients as follows:  
(Be prepared to discuss the significance of your findings.)



4. There are certain dietary principles in the care of the cardiac patient <sup>withdrawals</sup> that you will need to become familiar with. Choose 4 different cardiac patients and summarize briefly your observations and readings on the type of diet its purpose and any difficulties (including racial or religious food habits) in carrying it out in these patients.
5. Make a list of any procedures or treatments which patients on the ward are receiving which you do not completely understand so that demonstrations and practice can be arranged.
6. Emergencies arise in the care of cardiac patients that you will need to understand in order to assist in the treatment. As you study about medical emergencies record your findings as follows:

Emergency	Warning Symptoms	Emergency Treatment	Equipment Needed	Where Kept
Pulmonary Edema				
Congestive Failure				
Embolism				
Coronary Thrombosis				



7. What Diagnostic Tests are frequently done on the Ward? Make a list of these tests and be prepared to discuss them from the standpoint of their purpose, significance of deviation from the normal and preparation of the patient (including explanation).

8. What is meant by "reverse precautions"? In what cardiac conditions is it used? Review the technique. Be prepared to explain the reason for it as you would explain it to a patient.

9. (a) Note any fear reactions in your patient and suggest ways of reassuring her.

(b) Be prepared to present your patient at Nursing Rounds from the standpoint of the problems of maintaining posture and promoting comfort. Concentrate the devices which you have found to be effective and explain why.

10. Keep a chart of the medications when your patient is getting a new drug. Give, action of the drug, how administered, indications, toxic reactions to watch for, desired effect and evidence that it has achieved.

11. Working with two or three of your classmates who are assigned to cardiac patients, prepare a Comparative Nursing Care Study of some cardiac patients so that you may benefit from each other's experiences.



Part II

1. Make a tentative plan for the daily care of your patient. Start a list of the problems with which you are faced in giving her nursing care.
2. Be prepared to present one of the following aspects of the nursing care of your patient at a Nursing Conference:
  - (a) What sort of person does your patient seem to be? What are her interests? What are her normal activities? How are her normal interests and activities affected by her illness? What problems is she having in adjusting to her illness? Suggest ways in which you might help her.
  - (b) Note any fear reactions in your patient and suggest ways of reassuring her.
  - (c) Be prepared to present your patient on Nursing Rounds from the standpoint of the problems of maintaining posture and promoting comfort. Demonstrate the devices which you have found to be effective and explain why.
3. Keep a chart of the medications which your patient is getting showing drug, dose, action of the drug, how administered, indications, toxic reactions to watch for, desired effect and evidence that it was achieved.
4. Working with two or three of your classmates who are assigned to cardiac patients, prepare a Comparative Nursing Care Study of your cardiac patients so that you may benefit from each others experiences.



5. What problems does your patient have which require the assistance of people in allied fields? (dietitian, medical or psychiatric social worker, V.N.A. etc) How is this assistance arranged for? How was your patient helped by this assistance?

6. Are there any possible ways in which the present condition of your patient might have been prevented? What is the significance of this from the Public Health view point?

his family.

7. Make a study of the different activities which would be suitable for one of your convalescent patients to participate in.

8. Prepare informative materials on some aspect of the care of the various patients.

etiam ad ampera dicta evanemissa non modo amplexu sed et  
-disq; ac latib; usq; latus) radice velis ac si quis te conu  
-gatur australis tunc al non (obs. 2.2.7.) ratione istius situr  
-propositum sii ipso legio natus tuoy esse veli pro  
-te mittere auctor sit deinde ac non videtur quod hanc sententiam  
-subscribitur nisi ut vnde? Propositum non videtur natus  
-tunc nisi dicitur velut ac non sii lo

### Part III Additional Activities

1. Take part in a symposium on the Nursing Care of a Cardiac patient <sup>in whom</sup> that you have taken care ~~of~~.
2. Make a series of diagrams to show how the circulation of the blood differs from normal in various congenital heart conditions.
3. Prepare to discuss the problems of rehabilitation which your patient presents as you think it should be explained to members of his family.
4. Make a study of the diversional activities which would be suitable for one of your convalescent patients to participate in.
5. Prepare illustrative materials on some aspect of the care of the cardiac patient.



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Test

An intelligent, shy, 17 yr. old female patient has been admitted to the Hospital for the first time. She has a history of gradual loss of weight, anemia and weakness following an upper respiratory infection. Her condition is diagnosed as Patent Ductus Arteriosus with Subacute Bacterial Endocarditis.

1. From your knowledge of the normal structure and functioning of the heart and circulatory system you know that this type of congenital anomaly means:

- a. a shunting of arterial blood into the venous circulation.
- b. a shunting of venous blood into the arterial circulation.
- c. a persistence of the fetal opening between the auricles.

2. This means that if emboli were to occur they would probably be:

- a. in the systemic circulation
- b. in the portal system
- c. in the pulmonary circulation

3. One of the first problems in planning her nursing care will be to insure rest to the heart by:

- a. allowing her to do nothing for herself
- b. conserving her energy by understanding and foreseeing her needs
- c. reducing the volume of blood returning to the heart by rotating tourniquets on the extremities.



4. You would expect this patient's diet to be:

- a. Milk only
- b. Salt Free with fluids restricted
- c. High Caloric High Vitamin

5. You would expect that the principle medication given this patient would be:

- a. Penicillin
- b. Digitalis
- c. Mercurial Diuretics

6. If her parents asked you what diversional activities would be best, you could suggest that they bring her:

- a. Jig saw puzzles
- b. Knitting Materials
- c. Radio

7. In deciding whether or not to operate and tie off the ductus arteriosus which of the following would be very unfavorable:

- a. The presence of subacute bacterial endocarditis
- b. The extension of vegetations beyond the ductus arteriosus
- c. Presence of anemia

8. The type of encouragement that the family need is:

- a. To raise their hopes for complete recovery
- b. To be able to meet the situation with courage
- c. To prepare for a long convalescence



9. Among the things which patients with subacute bacterial endocarditis need to be taught particularly is:

- a. How and when to take nitroglycerine
- b. Need of permanent limitation of activity
- c. How infectious diseases affect the heart

10. A symptom often noted in bacterial endocarditis is:

- a. Petechiae
- b. Anxious expression
- c. Distention of the neck veins

(It is suggested that brief tests of this nature covering material of a week's ward classes might be included in the Unit Test of the Classroom Course).

3. Doctor Patients

Do you know the patient as an individual  
Can you estimate position holding the patient's  
Can you plan how to help the patient most easily

4. Efficiency

Can you plan your work efficiently?  
Are you systematic or haphazard?  
Are you persistent?

5. Attitudes

Are you sympathetic?  
Are you considerate of patient?  
Are you interested in your work?

Leibniz's philosophy, the ultimate goal of which is  
to establish the truths of all mere mathematics  
simply by what we have had with us  
before; he wished to prove, to add, to  
explain and settle what was already well known  
and what was not yet known, and to  
distinguish between

animismus etiam sicut to assert terms such as esse (as if it)  
but to assert such and so because so saying seems true alone is to  
(assert) macrization

### Evaluation of Nursing Care<sup>1</sup>

1. Do you understand the patient's condition?

Symptoms which brought him to the hospital

Diagnosis

Present Condition

Prognosis

1 2 3 4 5

2. Are you familiar with the Therapeutic Plan?

Doctor's Orders

Reasons for treatment as follows:

Results expected

3. Do you know the principles underlying the  
Nursing Care?

Can you adapt to the individual?

Does your patient look comfortable?

Does your patient appear well cared for?

Does your patient seem to feel secure?

4. Are you Observant?

Do you know the early symptoms of complications?

Do you observe, report and chart changes in the  
patient's condition?

Do you understand the significance of your  
observations?

5. Social Factors

Do you know the patient as an individual?

Can you recognize problems due to the patient's  
illness?

Can you plan how to help the patient meet them?

6. Efficiency

Can you plan your work effectively?

Are you economical of supplies?

Are you punctual?

7. Attitudes

Are you cooperative?

Are you considerate of patients?

Are you interested in your work?

<sup>1</sup>

Adaptation of "Rating Scale for Evaluating Nursing" Smith, Martha  
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101



8. Teaching

Are you an example of good health?  
Do you foresee problems the patient will have  
on discharge?  
Can you suggest ways of helping him?  
Can you recognize possibilities of  
prevention in the patient's condition?

1 2 3 4 5


Method of Evaluating

Check the columns as follows:

1. means you are lacking in in the understanding or quality
- 2 means you possess it to a slight degree
- 3 means you possess it to a moderate degree
- 4 means you possess it to a marked degree
- 5 means you possess it to a very high degree

Use

This form is suggested as a means of presenting first year students with definite attainable goals. It is intended for use by students in self-appraisal. While this form has not been tried out sufficiently to prove its value, it is felt that it helps students particularly in recognizing where they are falling short in their nursing care.

It is suggested that the form might be stated "Does she etc" instead of "do you" for use by Head Nurses and Clinical Instructors in evaluating the nursing care of patients assigned to students for special study. Conferences with students should follow the evaluation.

In actual use the form is printed on one page.



1. Some favored the Patient Care Method of assignment and others favored the Functional, Delegation to the Patient, Care Method and still others favored the combination of the two methods. They approved of the following statements and recommendations. They approved of the conclusions were listed if students and faculty were assigned as teaching duties.

#### Summary

Suggestions for a Unit on the Nursing Care of the Cardiac Patient correlating with the Unit on Diseases of the Circulatory System in the Medical and Surgical Nursing Course have been presented. The Unit was planned on the basis of the clinical facilities of a 31-bed Women's Medical Ward and with the needs of first year students in mind. It is an attempt to plan a core experience which will serve as a foundation for further growth and development in rendering competent nursing care to patients with cardiac conditions. The plan as presented includes a Nursing Care Guide which it is believed will allow for individual differences in students and permit more student participation than is possible with the present method. This Unit has not yet been tried out and its value is therefore unknown.

In order to get an idea of student attitudes toward Ward Teaching, a small group of senior nurses were questioned as to their views. Types of learning situations favored were:

1. The conference about problems of a specific patient.
2. When one looks up something about an unusual condition which a patient on the Ward has, the condition is remembered because associated with a particular patient.



3. Some favored the Patient Care Method of assignment and others favored the Functional. Objection to the Patient Care Method was that they missed out on interesting treatments and medications. They approved of the Patient Care Method if treatments and medications were assigned as rotating duties.

Part I of the Guide to the Care of the Cardiac Patient was described to the group and comments requested. The following were among those made:

"It would involve too much work."

"You would have to look things up in books."

"It would involve as much reading as for a Case Study."

"You would probably use books more than for the usual assignment."

These few comments seem to indicate that the use of the Guide might:

1. Stimulate student reading on conditions met in their patients.

2. Aid students in retaining knowledge by associating it with specific individuals.

It is also thought that the use of this Unit will:

1. Furnish students with a sound basis for further growth and development.

2. Give early orientation to the modern concepts of Professional Nursing Care.

has succeeded to control and harass our removal from the  
United States and we might have been the cause of many  
more and greater difficulties if no one before your said law had  
had knowledge of such and caused us to believe that such  
would not be done. We have now suffered  
and lost much time and trouble and it is I trust  
will be sufficient and necessary for you to do us justice  
in this case.

"Now when our enemies say,

"We do not agree with you in your views, yet"

"You are not fit to be a citizen. You are evidently unfit for"  
which would not be true when you consider what they

say.

So far as to you and your friends or those whom you will speak

to.

As truly as your affections are divided between us and them,

so truly

are the interests of your countrymen divided between us and them.

Individual citizens

will find it to be the best policy to do as follows:

First, never

allow to anyone whom you do not know who has

any interest leave

Recommendations

This paper has been concerned with a very limited area. The following are suggestions for further investigation:

1. A further analysis of the facilities of the Ward to determine what other Nursing Care Units might be developed which would correlate with other units of the Medical and Surgical Nursing course.
2. An analysis of the care of adults by age groups (as Care of Adolescents, Care of the Middle Aged and Care of the Aged) to determine whether or not this would be more satisfactory than Nursing Care by systems.
3. An investigation of the desirability of a Unit on the Nursing Care of the Older Person as an Orientation Unit in Medical Nursing.
4. An investigation of means of providing Ward Teaching class rooms on the Wards which would stimulate interest and study.

QUESTIONNAIRE

and certain business view of the commercial need and usage exist  
including industrial demand which constitutes one principal  
factor and may be influential and be decisive against a bill  
while on the other hand the public opinion of people from different  
various industries has probably not to be overlooked with reference either  
to the commerce or to the general welfare of the country.  
This suggests however certain difficulties due to differences of view  
of business and to this must be added the difficulty of arriving at a consensus  
upon principles which will meet with the various interests  
and which will be acceptable to all concerned  
and which will be able to withstand the criticism of  
industry and commerce as well as of the public.  
In addition to this there is the question of  
assessing a bill of costs which necessarily is liable to undergo revision in  
course of time and therefore before action is taken it is necessary that no

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